

DOCUMENT RESUME

ED 174 763

CE 021 742

TITLE 350 Ways Colleges are Serving Adult Learners.
 INSTITUTION College Entrance Examination Board, New York, N.Y.
 Future Directions for a Learning Society.
 SPONS AGENCY EXXON Education Foundation, New York, N.Y.
 PUB DATE 79
 NOTE 48p.
 AVAILABLE FROM The College Board, Publications Order Office, Box
 2815, Princeton, New Jersey 08541 (\$2.00: 20%
 discount for five or more copies)
 EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
 DESCRIPTORS Admission Criteria: Adult Counseling: *Adult
 Education: Adult Programs: *Adult Students: Catalogs:
 Colleges: *Educational Practice: Faculty Recruitment:
 Financial Support: *Higher Education: Marketing:
 Media Selection: Needs Assessment: Personnel Needs:
 *Program Development: Program Evaluation: Program
 Improvement: Student Financial Aid: Universities

ABSTRACT

Designed for colleges and universities desiring to serve adult students, this booklet presents new practices that have been effective on campuses throughout the U.S. Listed are 350 practices reported in a telephone survey of approximately fifty representative institutions. The first of nine sections lists practices for assessing needs. Section 2, developing better programs and courses, presents practices for repackaged programs, novel courses and programs, and new learning formats. Faculty recruitment, training, and incentive practices are given in the third section. The fourth section on marketing programs presents practices in the areas of mailings, media selection, catalogs and descriptive booklets, and visual displays. Practices for revising admissions policies and registration innovations are listed in section 5. Section 6, providing support services and financial aid for students, suggests practices for increasing available funds and publicizing sources, lowering fees, counseling, and special services for adults. The seventh section on finding additional sources of funds for adult education is divided into sections on public funds, private funds, wise budgeting, and selling expertise and products. The final two sections list practices for strengthening institutional support for adult learning and evaluating programs and practices. (LRA)

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**Ways
Colleges
Are Serving
Adult
Learners**

Assessing Needs

Developing Better Programs and Courses

Recruiting and Training Faculty

Marketing Programs

Changing Admissions and Registration
Procedures

Providing Support Services and Financial
Aid for Students

Finding Additional Sources of Funds

Strengthening Institutional Support for
Adult Learning

Evaluating Programs and Practices

Future Directions for a
 Learning
Society

The College Board

*Publication of this booklet has been made possible
by a grant from the Exxon Education Foundation.*

The College Entrance Examination Board is a nonprofit membership organization that provides tests and other educational services for students, schools, and colleges. The membership is composed of more than 2,000 colleges, school systems, and education associations. Representatives of the members serve on the Board of Trustees and advisory councils and committees that consider the Board's programs and participate in the determination of its policies and activities.

Copies of this booklet may be ordered from College Board Publication Orders, Box 2815, Princeton, New Jersey 08541. Price: \$2.

Editorial inquiries concerning this booklet should be directed to Editorial Office, The College Board, 888 Seventh Avenue, New York, New York 10019.

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Printed in the United States of America.

The Future Directions for a Learning Society (FDLS) program of the College Board is a major effort toward the realization of a learning society in the United States. Funded by the Exxon Education Foundation, FDLS develops consensus and support for strategies, services, and policies that can best meet current and projected needs of participants and providers in a learning society. To this end, the program solicits and relies on the participation of professional people in the field, public policymakers, and the larger community. The program will produce projections of future trends, information about the needs of learners and providers of educational opportunities and resources, policy recommendations, and services. For additional information, write to Rexford G. Moon, Jr., Managing Director, Future Directions for a Learning Society, The College Board, 888 Seventh Avenue, New York, New York 10019.

Dear Colleague:

Everyone in higher education knows that colleges and universities are taking new initiatives to serve adult students today. But how can you learn of the myriad new practices that have been effective on diverse campuses throughout the country so that you can best choose those most appropriate to your own institution's needs?

This publication is designed to help you answer that question. "It worked for us" might well be its subtitle. Listed here are 350 practices reported in a telephone survey of approximately 50 representative institutions.

FDLS staff members and consultants who have been responsible for this project include: Carol B. Aslanian, project director; Ronald Gross, writer; Suzanne Greenman, research associate; and Donna M. Pokorny, technical assistant.

The list is notable for its variety: the suggestions range from changes of great significance to those requiring only minor adjustments. Both kinds of innovations are usually necessary, but in many cases a number of modest initiatives can create a markedly improved climate and a wide variety of programs suitable for adult learners.

Professional continuing education administrators and planners have found sections of this booklet useful. "They evoked a remarkable reaction at our national conference for administrators," said Victor Marrow, Dean of Continuing Education at Long Island University. "The participants seemed to feel that this was without question the most creative and useful publication they had seen in terms of immediate application to their daily work and to their long-range planning."

From Phillip Frandson, who heads the university extension operation at the University of Southern

California at Los Angeles came this sound advice: "The key to success in using the many new techniques to serve adults is: form should follow function. First, sharply define your goals — the goals for learners, the goals for the institution. Then, choose imaginatively from the wide array of options. Your own values and priorities should be your guide to choosing and using the broadest possible range of techniques."

In this roster you will sometimes find recommendations that contradict each other. Should you centralize outreach activities? Should you use mass market instead of targeted mailings? Obviously, decisions about these and other such matters depend on individual institutional structures, among other considerations. But it will be useful to learn what other colleges are doing and evaluate their practices and policies in light of your own situation.

Timing may be all important. In 1971, the Academy for Educational Development published a list entitled *319 Ways Colleges and Universities Are Meeting the Financial Pinch*. Item 95 on that list was: "Phasing out the Dean of Continuing Education." But today, phasing one in — or upgrading the job — may be a more promising response to financial pressures because many institutions need to seek new clienteles.

The number of items in this list that readers will find immediately useful will vary. Some may find the ideas presented here more meaningful a year from now. But your colleagues around the country have already tested these suggestions and each one has been successful for someone somewhere. Anyone in higher education who is seeking ways to serve adult students can read this listing with profit.

Which of them might work for you?

Rexford G. Moon, Jr.

Assessing Needs

1. Hold an annual televised public hearing on the needs of adult learners that includes testimony from administrators and faculty members from nearby education institutions as well as the general public.
2. Develop a comprehensive list of offerings and carry out an "occupant" mailing in your area; in the advertisements and promotional booklets, state that you will develop a class for any 15 people interested in a particular subject.
3. Hire students to distribute booklets in public and office buildings that describe courses and invite suggestions for new ones. Leave a box by lobby elevators for responses.
4. Charge directors of off-campus centers with the responsibility of reporting needs of residents in their area.
5. Convene superintendents of local school districts to discuss courses they think would be interesting to people in their communities.
6. Establish a standing advisory committee for each program made up of the program director, faculty representatives, community representatives, and professional practitioners.
7. Establish committees to assess needs of such special populations as women, older adults, and minorities.
8. Review records of your program for the last three years in order to identify the offerings that attracted maximum enrollments as well as those that were not so successful.
9. Try out new programs each year and keep track of enrollment response.
10. When considering an especially expensive program, conduct market research to ascertain

if the product will sell; hire a graduate of a school of management to develop survey materials and to canvass major employers to assess their requirements for new workers.

11. Ask students what other courses they would like to take.

12. At the end of three months, six months, and a year, ask students how the programs might have been more useful to them.

13. Establish a formal mechanism through which, once a year, you solicit proposals from faculty members for new courses, course changes, and new teaching methods.

14. Conduct a statewide assessment of adult students' needs and existing resources.

15. Study census data by geographical area to identify heavy concentrations of specific populations and offer courses of special interest to their members (e.g., the concentration of veterans in the Bronx and Yonkers, New York).

16. Consider employment and economic forecasts and trends in designing programs.

17. Try to identify what books people are currently reading (check with public libraries to see what books are being borrowed most frequently) and what shows they are watching on television and consider these in deciding what courses to offer.

18. Identify, by keeping abreast of new state and federal legislative developments, groups of professional people whose requirements for recertification, relicensing, or advancing and updating their specialties include the need for continuing education courses.

19. Hold one-day conferences of practitioners and leaders in a variety of special fields to identify their educational needs.

20. Work with professional organizations to ascertain their needs, and use the organizations' mailing lists to send out questionnaires on desired courses.
21. Conduct a survey in collaboration with local public school systems to identify graduate courses that teachers and administrators want.
22. Identify community needs by sending staff in mobile vans into various neighborhoods to counsel local residents and register them for classes.
23. Investigate the offerings of institutions in other geographical areas.
24. Use state agriculture extension offices to keep in touch with adult students' requirements.
25. Establish a round table where community leaders can, by invitation, discuss community needs and make suggestions about how your institution can better meet them.
26. Visit training directors of local industries and community leaders once a year, asking how your institution might serve them.
27. Have faculty and staff members attend community board meetings to determine the needs of the community.
28. Maintain contact with local religious leaders to identify the education needs of their congregations' members.
29. Appoint to your staff an administrative assistant who will meet with community minority leaders and help to identify individuals who need courses.
30. Arrange meetings with groups of senior citizens to find out what they want to learn.

Developing Better Programs and Courses

31. Maintain the same criteria, tests, and standards for part-time as for full-time students in credit programs to insure that part-time students do not appear to be less qualified.
32. Offer noncredit courses that complement your degree programs.
33. Provide a large number of certificate programs that reflect the special competencies of your institution.

Repackaged Programs

34. Design competency-based degree programs for adults who face such barriers as age, language, physical condition, and location in pursuing education as traditionally offered.
35. For those pursuing knowledge, rather than vocational fulfillment, create a baccalaureate of independent studies — a program of study at home with a two-week summer session on campus.
36. Develop undergraduate and graduate degrees with no on-campus requirements.
37. Certify a bachelor of arts degree based on demonstration of competence, determined by the faculty, rather than on the attainment of credits.
38. Permit students to take courses at the level of their assessed abilities and to combine bachelor's and master's degrees into four years of study or less.
39. Offer master's degree programs on a part-time or summer-only basis.
40. Permit four-year institutions to offer associate degrees to part-time students.

Novel Courses and Programs

41. Hold a summer "miniuniversity" in cooperation with your alumni association.

42. Require part-time adult students to take an orientation course that will introduce them to the institution's philosophy, provide opportunities for them to express their concerns, and help them to feel comfortable being on a campus again, after perhaps a lapse of many years.

43. Require one course for all credit students called "Self and Others," designed to elicit discussion of students' problems. By participating, faculty members can become aware of the needs of such special groups as those who have been divorced or widowed.

44. Develop special offerings for professionals such as:

- Physicians
- Paramedics
- Nurses
- State legislators
- CPAs
- Veterinarians
- Journalists
- Elementary school teachers
- Elementary school principals
- Press photographers
- Driver education teachers
- Engineers
- Librarians
- Student financial aid officers
- Small business owners
- Bankers
- Volunteer workers
- Dental and medical editors
- Osteopaths
- Timber appraisers
- Nursing home administrators
- Township and village officials

45. Offer a Master of Business Administration program at the headquarters of large corporations, and have professors lecture there one night a week plus weekends.
46. Hire authorities in advanced technological fields to conduct intensive one-week courses to help experts keep abreast of the latest advances and discoveries.
47. Develop programs for foreign professional people who have recently arrived in the United States that will help them to obtain the certifications they need.
48. Design a series of courses on heating and cooling buildings with solar energy.
49. Develop a program for minority contractors on how to estimate costs and how to prepare bids. Secure funding for this from a large contractor.
50. Offer a minicourse on emergency medical procedures for ambulance drivers—this may be tied in to existing hospital training programs.
51. Develop courses for employers in how to assess and provide for their future manpower needs.
52. Develop a course for elementary school teachers, funded by the local school system, on how to teach metrics.
53. Provide a minicourse on sex counseling.
54. Develop a noncredit paralegal training program as a joint venture with a private contractor who will develop the curriculum, identify instructors, and place students—all under the supervision of the division of continuing education.
55. Provide training for "homemakers" and home health aides with funding from the Comprehensive Education and Training Act (CETA).

56. Offer a special short-term course for credit on "Mathematics: Reducing Anxiety and Building Skills" that includes individualized instruction—two teachers for every 20 students.
57. Provide classes at community residences for mentally retarded adults on money management, good grooming, cooking, introduction to classical literature, and so on.
58. Develop correspondence courses geared to meet the needs of prisoners, and establish a degree program for prisoners on parole or probation that includes provisions for them to live in halfway houses on campus.
59. Provide career education courses for women in such nontraditional subjects as welding and auto mechanics.
60. Teach study skills to groups of three or four students over a four-week period.
61. In cities with large areas of depressed neighborhoods, develop offerings for their residents and train minority group representatives as instructors.
62. In neighborhood community centers offer courses on personal budgeting and occupational choices to low-income adults.
63. Develop a creative writing course to give at senior citizens' centers.
64. Offer retirement education packages to businesses.
65. Open a senior citizens' college that offers noncredit courses, and award a certificate showing courses completed.
66. Provide an "elderhostel program" for people aged 60 and over and their spouses: students live in dormitories and faculty members teach subjects chosen to help create new outlooks. Both credit and noncredit courses are offered.

67. Develop special courses for widows and divorcees.

68. Offer ethnic history courses to help those who live in changing neighborhoods to understand the culture and history of their new neighbors.

New Learning Formats

69. To meet needs of students who have difficulty learning in the traditional mode, use a variety of instructional modes in teaching the same course.

70. Arrange discussion groups to complement a series of educational programs, such as NOVA, that are being broadcast over the local Public Broadcasting System.

71. Offer radio and television courses with supplementary materials for credit, combining formats to meet the objectives of the course (for example, study guides, on-campus seminars).

72. Provide tape cassettes of radio and television broadcast lectures for students who miss a lecture; make them available on and off the campus, and for home study.

73. Develop courses with multimedia formats: educational television, newspapers, free long distance telephone lines to faculty consultants, and a network of regional centers where students can see videotapes of a television module and then take a final examination.

74. Establish a telenet system in sparsely populated regions to enable all residents to be within driving distance of an audio center (where a professor on campus speaks into a microphone and students can talk back to him).

75. Have "remote classroom" centers connected to on-campus classrooms by leased telephone lines and equipped not only with two-way audio

but with television receivers capable of reporting information as written in the originating classroom on electronic chalkboards.

76. Use a satellite telecommunications system to provide offerings to students in hard-to-reach rural areas.

77. Develop a number of television modules for distant students that supplement correspondence or independent study materials.

78. Dial-a-Class: provide tape-recorded courses via telephone in short modules, operating seven days a week, 24 hours a day, with the weekly schedule listed in the television section of the local newspaper. During certain hours, people can call in and request any tape. Furnish a catalog of tapes on request.

79. Offer packages that include charter flights and combine vacations in foreign countries with courses for credit.

80. Offer a course and trip combination, in which students first study a country's language, culture, history, and geography on campus, then visit the country with the professor.

81. Study nearby regions or cities through organized reading and discussion; develop a plan of inquiry; visit via chartered bus; and follow up with seminars on campus.

82. As part of a history course for senior citizens, tape record their memories of past events as oral history for other courses.

83. Use role playing in career education courses for women reentering the job market.

84. Provide workshops that use psychological techniques that build self esteem and motivate people.

85. Offer group learning experiences through the use of simulation, e.g., "simulated society course"

in which participants develop a form of government, deliver services, and play roles.

86. When developing television courses, use captions to aid deaf students; also provide regular courses in sign language for deaf people.

87. Offer courses by radio for blind people, with supplementary materials in braille.

88. Repeat television courses at different hours each week so adults with various schedules can see them.

89. Repeat a course (with the same instructor) offered in the daytime session in the evening session (parallel scheduling) so that adults who work shifts can maintain continuity when their shifts change.

90. Concentrate a full semester credit course into a three-week minisemester in which the student earns the same number of credit hours; offer this between the regular semesters.

91. Schedule late afternoon classes so that employees who leave work at 4:00 or 4:30 p.m. can attend.

92. Arrange with an employer to develop a work-study program in which employees alternate periods of study with periods of work every six months until they complete the program.

93. Offer credit and noncredit courses simultaneously on Saturdays and Sundays so that husbands, wives, and children can be on the campus at the same time taking different courses (for example, children can take swimming lessons and classes in arts and crafts). Additional classes can include ones where all learn something together.

94. Offer programs in certain local high schools from midnight to 2:00 a.m. for those coming off late shifts in nearby factories or hospitals.

95. Offer courses at more convenient places, such as migrant labor camps, Indian reservations, military bases (both overseas and in the United States), hospitals, mental institutions, condominiums for senior citizens, storefronts in slum areas, banks, offices, government buildings, work sites, shopping centers, theaters, county extension agents' offices, commuter trains, fire houses, public housing meeting rooms, libraries, and churches.

96. Offer a summer camp experience for the whole family with credit courses for adults and planned activities for the children.

97. Arrange to teach certain courses in convenient and attractive private homes.

98. Sponsor an "education week" (a three-day program) in various locations in outlying areas, Chautauqua-style, assigning different faculty members to different circuits and offering popular lectures on a wide variety of topics.

99. To help American teachers in foreign countries, send members of your education faculty abroad in summer vacation periods to offer courses that can be credited toward a graduate degree in education.

Recruiting and Training Faculty

Recruitment

100. To identify potential new faculty members, scan academic journals and survey the local public school system and other secondary education institutions.

101. Identify members of the regular faculty who are known to be either committed to adult education or to work well with adults.

102. Seek instructors for distance learning courses who do not mind lack of personal contact with students as most give-and-take is by mail.

103. Have prospective faculty members interviewed by a panel that has student, administrative, and faculty representatives.

104. For reentry and self-image courses, try to hire faculty members who have some background in psychology and social work as well as in education.

105. Look for faculty members who listen well and will likely be able to identify needs of their adult part-time students.

106. When hiring faculty members, describe to them typical class participants.

107. Use new instructors to conduct a miniseries and observe them in the classroom—if they do well, ask them to teach longer segments of courses.

108. Before employing faculty members, require that they take the courses you want them to teach.

109. As teachers of adults, employ professional people who have had work experience.

110. Ask regular faculty members to teach non-credit courses in subjects of their special avocational interest so that adult students can become acquainted with them in a nonthreatening environment.

111. To help in assessing their abilities, during their initial interviews request potential instructors to present syllabuses for courses they would like to teach.

Training

112. Early in the term hold a reception where part-time and full-time faculty members can become acquainted.

113. At the beginning of each semester hold a general meeting for adjunct faculty members to help in orienting them to the college and its various procedures.

114. Schedule faculty meetings to discuss topics such as how to help students improve writing skills.

115. Meet with adjunct and regular faculty in each discipline so that adjunct members can review texts and materials with the regular faculty.

116. Sponsor workshops and seminars for faculty that feature outside specialists.

117. Where it is needed, offer training to professionals who are just beginning to teach re-entry courses or hesitant students.

118. Develop a course "How to Teach" for the adjunct faculty.

119. Sponsor a conference for faculty members on experiential learning that includes evaluations of its effectiveness.

120. Develop workshops for staff and faculty on topics of interest to them personally such as "adult stages of development."

121. Offer workshops for adjunct faculty in which the regular faculty conduct model classes.

122. Use student evaluations of faculty members to provide guidelines for suggestions of techniques to overcome perceived weaknesses.

123. Send faculty members to professional education conferences whenever possible.

124. For part-time faculty members develop videotapes illustrating ways of teaching adults effectively.

125. Send regular information bulletins to faculty members that include various types of practical advice.

126. Offer a "microteaching workshop"—train certain faculty people to be peer counselors. On request, a counselor would go to a teacher's classroom, videotape his or her performance in class and discuss the replay, making suggestions and recommendations.

127. Provide one-to-one training for instructors, with two personal interviews in which the dean and the instructor jointly develop a course outline and the dean provides an orientation to institutional policies and procedures.

Incentives

128. Give annual awards for outstanding teaching in adult programs.

129. Require that adjunct faculty members complete a "How to Teach" course designed especially for them and offer an increase in salary when they have done so. Establish a reward system to stimulate the regular faculty's participation in continuing education programs (e.g., make participation one criterion for securing tenure).

130. On forms distributed to academic department heads to use in evaluating faculty perfor-

mance, include a section that requires evaluation of their work with adult students.

131. During the semester make informal telephone calls to instructors to discuss their work and to offer support.

Marketing Programs

132. Establish a speakers' bureau as a community service, free of charge. Poll faculty once a year to ask if they would like to join and on what topics they want to lecture. Then distribute explanatory printed materials to community organizations about available speakers and their topics.

133. Begin to develop marketing expertise by attending conferences and workshops, bringing in a consultant, using an agency for a semester or two; and plan to spend 10-15 percent of your budget on marketing activities.

134. For older adults, offer a day of "sample classes" with box lunches available for a small fee, and exhibits. Provide counselors to advise and encourage them to register for courses.

135. Hold free noncredit miniprograms that include lectures by volunteer faculty members on popular subjects at lunchtime in a central location. Ask listeners to sign in, add their names to your computerized mailing list, and later write to invite them to take regularly scheduled courses at your institution.

136. Send administration and faculty members of your upper-division institution to nearby community colleges to describe to students your courses and programs.

137. Speak to alumni meetings about your offerings.

138. Sponsor community fairs with entries in arts and crafts and in the performing arts. Set up booths that describe your programs.

139. Train and place volunteers at key locations to advise people about the educational opportunities in your community.

140. Sponsor "Extension Information Nights." Invite community leaders to a dinner once a year, describe your programs, and ask what courses they would like added to the curriculum.

141. Encourage regular undergraduates to enroll in evening courses to help create better rapport within academic departments and to expose undergraduates to the rich experiences adults can bring to classroom discussions.

142. Review old files to identify previously enrolled students who have indicated their interest in a particular course; if you are offering it now, so inform them.

Mailings

143. Mail announcements of general credit and noncredit courses to every household but for short courses and conferences, use targeted mailings.

144. Send a mailing to the 10 postal zones closest to your institution, keying the mailing to keep track of responses by zone. Then check census data: to see why the response is especially high or low in a particular zone; to decide whether to drop the mailing in that zone; or to develop a new marketing strategy.

145. Send a descriptive booklet to directors of companies and government agencies with a covering letter from the dean announcing new offerings or those that seem especially relevant.

146. Identify the major occupational groups in your area and send them notices about relevant curriculum offerings.

147. Attract special populations (handicapped people, for example) by obtaining and using mailing lists of organizations that represent them.

Media

148. Develop a weekly television program for a major commercial station that would help to satisfy the station's public service requirements. A half-hour program could include human interest stories such as an interview with a 91-year-old student, a demonstration of vegetarian cooking, a student discussion of a current topic, and information about future course offerings.

149. Ask people on local newspapers, television talk shows, and radio programs to feature stories on unusual courses, students, and special professors at your institution.

150. Learn how to prepare first-class promotional material such as radio and television spot announcements. Many stations have public affairs personnel who can help you to do this.

151. Use cable television to announce schedules of courses and describe your programs.

152. Determine which radio stations your various student populations listen to and place spot advertisements that describe offerings of interest to them.

153. Ask a newspaper sales representative to request companies who provide services and equipment to your institution to underwrite the cost of a newspaper advertisement that lists the courses you offer in return for a listing as a sponsor of the ad.

154. In newspaper advertisements use quotations from adjunct faculty members about why they have chosen to teach at your institution.

155. Advertise in local weekly newspapers as they are more likely than are major dailies to include feature stories about your programs — it is known that such features are more effective in marketing than are advertisements.

156. Run a series of newspaper advertisements in each one of which a student's picture is included along with a quotation about his or her experiences in one of your programs.

157. Advertise your programs in local throw-away newspapers.

158. Offer to provide a local newspaper with a weekly column on the educational offerings available in your community and to answer readers' pertinent questions.

159. Ask the editor of your institutions' alumni magazine to include feature stories about your programs.

160. Advertise your courses in professional journals. For instance, advertise a course in short-story writing in *Writer's Digest*.

161. Produce a newsletter for all evening college students, faculty, alumni, and financial supporters.

162. Send a quarterly newsletter to participants in correspondence courses and distance learning programs.

163. Publish a monthly newsletter as a community service for civic leaders.

164. Add a supplement to the regular campus newsletter that focuses on adult learning opportunities.

165. Advertise a toll-free Wide Area Telephone Service (WATS) line and hire someone with a friendly voice to advise callers about courses and how to plan their programs.

166. Make a tape for showing at clubs and other social organizations that discusses continuing education and your institution's offerings.

Catalogs and Descriptive Booklets

167. If you have a bachelor of arts degree for adults, advertise it as "exclusively for adults" and "specifically designed for the adult." Take care that printed materials are graphically attractive as well as welcoming and supportive.

168. If you have established a citizens' advisory committee for each program, list the committee members by name in your catalog.

169. In your index of courses booklet include course listings by days of the week on which they meet in addition to the usual subject and alphabetical listings.

170. Take care that catalog prose style is easy to read and understand, and that your programs are readily distinguishable from other similar programs.

171. List the time of the course, the teacher, the site, and how to get there, along with the course description.

Visual Displays

172. Rent billboard space in key locations and advertise: "If it is educational service you want, call us."

173. Set up booths in shopping malls with posters, slides, and representatives to describe your programs.

174. Set up display racks of descriptive materials in office buildings and other places where people congregate.

175. Send posters with tear-off return cards (for securing further information) to churches, businesses, unions, shopping centers, and transportation authorities.

Changing Admissions and Registration Procedures

Revised Admissions Policies

176. Establish an open admissions policy for the continuing education and extension division, but arrange for successfully completed credit courses to count toward degree requirements in other academic units.

177. Arrange for credit courses taken in the extension division to count toward graduate degrees in other divisions of your institution.

178. Accept adult part-time students into graduate programs if they satisfy the usual academic requirements.

179. Permit enrollment without high school diplomas for applicants who demonstrate relevant competencies, and remove limits to the amount of credit that can be earned by examination.

180. Increase the amount of credit granted for off-campus experiential learning.

181. Use standardized competency-based tests or comprehensive student dossiers as bases for admissions.

182. Establish a "continuing nondegree program" in which part-time adult students can enroll in graduate courses on a space available basis with departmental permission.

183. Allow part-time adult students to enroll conditionally in graduate courses, their work being subject to departmental review before degree candidate status is established.

184. Create a special classification for applicants who are 21 or over who cannot meet the requirements for admission as degree candidates so that credit earned may be applied later toward

a degree if and when a student is admitted to degree candidacy.

185. Create a "returning scholar" classification for students over 35 who are not degree candidates, opening courses on a space available basis at one-half the regular fee. If they become degree candidates later on, permit the credit earned to apply and collect a fee differential.

186. Create a classification for adult students who are undecided about their objectives, requiring that credits earned be subject to review when they are admitted to degree candidacy.

187. Redefine "residency" requirements for degree programs to include courses taken at any site provided they are taught under the auspices of the university faculty (for example, certain television courses that have faculty approval).

188. Allow noncredit courses to be taken for credit through negotiations with the department head and professor.

189. Permit nonmatriculated students to audit graduate and undergraduate courses.

190. Give the continuing education division the authority to enroll students in the institution's regular degree-granting programs.

Registration Innovations

191. Set aside a certain number of spaces in daytime classes for adult part-time students and permit them to use the simpler extension division registration procedures to enroll.

192. Require every part-time adult who registers for a credit course to be interviewed by a counselor beforehand and include at that time a discussion of financial needs, child care requirements, and so on.

193. Establish storefront posts staffed with professional counselors to advise drop-ins about career and educational needs and opportunities.

194. Permit registration for contract learning programs at any time during the year.

195. Use a newspaper supplement with a one-step registration form for both credit and non-credit courses that can be clipped out and returned.

196. Permit registration by telephone and/or mail; provide the option of charging course fees to certain credit cards.

197. Computerize your registration procedures.

198. See that counselors and faculty members are available during registration periods to advise prospective students.

Providing Support Services and Financial Aid for Students

Increasing Available Funds and Publicizing Sources

199. Design programs for populations that are eligible for state or federal grants, conforming to guidelines so that participants fully qualify for aid.

200. Request funds for part-time adult student scholarships from the institution's alumni association and ask staff and faculty members to designate part of their contributions for such scholarships.

201. Work to see that student government funds are used in part to support services for adult part-time students.

202. Organize a "friends of . . ." group to sponsor fund-raising affairs for scholarships for part-time adult students.

203. When contracting with business organizations to develop programs or conferences for them, request that a certain percentage of the registration fees be earmarked for scholarships for part-time students.

204. Set aside a certain amount of the division's budget for scholarships for needy part-time adult students who cannot qualify for federal or state aid.

205. Establish a fellowship fund in honor of an outstanding faculty member or graduate to subsidize part-time students.

206. Encourage graduates of the evening division or external degree programs to contribute specifically to scholarships for students in these programs.

207. Encourage local voluntary and fraternal organizations to assist special populations by providing transportation, paying for supplies, "adopting" a student by paying for his courses, or setting up a scholarship fund.

208. Hold monthly workshops on financial aid for adult learners, on campus and at other locations in the community.

209. Tell part-time adult students to investigate their employees' tuition refund program.

Lowering Fees

210. Waive tuition for anyone who meets poverty criteria (whether or not he or she qualifies for federal aid) and for all low income, non-degree students who do not qualify for federal aid.

211. Establish a scholarship program for spouses of students.

212. Require that needy students pay at least nominal amounts for courses (not necessarily full tuition) as this tends to provide increased motivation.

213. Offer a family discount to those families whose members register for more than one course in a semester.

214. Offer students enrolled for six or more credit hours a discount on noncredit courses.

215. For a nominal fee (\$3), allow an adult registering for a course to register his 12- to 16-year-old child to take the course with him.

216. Give a tuition break to senior citizens by, for example, distributing "gold cards" to allow them to register tuition-free on a space available basis.

Counseling

217. Establish an office of program advice to help students prepare dossiers and develop learning contracts. Assist students in negotiating contracts with appropriate faculty members and academic departments.

218. Set up a counseling and resource center that includes testing and referral services to help adults clarify their academic and career choices before they enroll.

219. Establish an information and referral service for adults staffed by trained volunteers who provide information regarding your institution.

220. Provide counseling and psychological services, available by appointment evenings or on weekends, for part-time adult students.

221. Offer a specialized counseling and advisory center for specific groups: handicapped people, prisoners, returning women, veterans.

222. Serve as a community testing center on a break-even basis, and provide counselors who can interpret data for participants.

223. Offer free "Back to School" workshops, with college representatives and counselors present, to help people see what it is like to go back to school.

224. Invite undergraduate nondegree students who have completed 30 hours of credit to discuss their plans for the future with advisory office staff members.

225. Make arrangements for a branch of the state employment service to be established on campus to facilitate job placements for students.

226. Have counselors provide referrals to students who need the help of social service agencies.

227. Invite chairmen of the various academic departments to describe their programs to students who are in noncredit courses, encouraging them to enroll in degree programs.

228. Publish a resource book on the educational opportunities that are available in neighborhood-based agencies in your community.

229. Advertise in newspapers and magazines that a free, full-time educational counselor is available, and list the toll-free telephone number.

230. Provide a counseling service by mail for adults who are unable to reach the campus easily, advertising its availability widely.

231. Sponsor dinners in various outlying regions for people who are engaged in organized independent study projects under your institution's direction in order to give them a chance to ask questions about your program and to meet other participants.

Special Services for Adults

232. Hold a reception at the beginning of each semester to welcome back former students and to orient newcomers.

233. Provide opportunities for prospective students to meet with enrolled students outside of class to assure newcomers they will be welcome and that their experience will be productive.

234. Encourage the student government organization to develop extracurricular activities that include part-time students.

235. Invite part-time students to pay the regular student activities fee and participate in all campus activities.

236. Hold a separate graduation ceremony for those who complete part-time degree programs,

as well as a ceremony for those who complete noncredit programs; award certificates, invite families, and serve refreshments.

237. Sponsor an annual evening college dance for adult students.

238. Have your institution's alumni association recognize and publicize adult degree graduates of outstanding achievement.

239. Run a shuttle bus to your campus from a central location that is easily accessible by public transportation. In rural areas, cosponsor bus service with the local school district. When more than one campus offers courses, provide transportation among the campuses.

240. Give part-time adult students a parking lot sticker without charge or for a fee less than the one charged full-time students.

241. Develop a dial-access information system with two- or three-minute recorded messages that provide answers to routine questions.

242. Arrange for part-time students to have easy and full access to all your institution's libraries.

243. Advertise an emergency phone number to call if a member of his or her family needs to locate an adult student in an evening class and provide for delivering urgent messages.

244. Maintain permanent records of Continuing Education Units earned and certificates awarded to part-time adult students and provide copies of these records on request.

245. Arrange with the state department of vocational rehabilitation to provide an interpreter for courses in which there are deaf students.

246. Coordinate campus services for handicapped people: use work-study students to help them get to class; loan tape recorders to those

who are unable to take notes, and provide reading services for students with defective eyesight.

247. For those who are homebound, provide for test administration in their homes.

248. Establish an interpreter's registry: develop and advertise a list of easily accessible people who are willing and able to interpret various languages.

249. Establish an advocacy center on campus to encourage women, senior citizens, and others to work collectively to request and plan for specific services they need.

250. Establish day-care centers and a cooperative baby-sitting service on campus, or subcontract with a certified local child-care agency to care for children of adult part-time students.

Finding Additional Sources of Funds for Adult Education

Public Funds

251. Encourage federal and state government support of programs for adult students of all types: credit or noncredit, full- or part-time.

252. Meet with state legislators before the legislative session starts each year—when they are “back home” and under less pressure—to inform them of your programs, goals, and needs.

253. Make creative use of federal and state funding opportunities. Scan the *Federal Register* daily to identify potential sources of funding.

254. Apply for public funding to pay the institution's regular faculty to develop special courses for adult part-time students.

255. Apply for a Comprehensive Education and Training Act (CETA) grant to conduct an occupational outlook survey in your area, and increase staff through CETA funding.

256. Bring programs to your campus that are funded by outside groups, for example, VISTA for senior citizens and the Voluntary Action Center program (funded by the United Way).

257. Develop proposals with community groups for joint funding of special projects.

258. Seek a grant to operate an educational opportunity center using funds from the Division of Student Services, United States Office of Education's “brokering program.”

259. Capitalize on your institution's technical expertise by developing sharing agreements with underdeveloped countries (funded by the Fulbright-Hayes Act).

260. Encourage older part-time students to try to persuade legislatures to allocate funds for financial aid for continuing education programs for elderly people.

Private Funds

261. Collaborate with local women's volunteer organizations in sponsoring conferences for women.

262. Create a lottery sponsored by a private or public organization with one prize: free enrollment in your program.

263. Persuade prospective donors who have been identified by the development office to fund programs designed for part-time students.

264. Arrange for a college advisory council to create a foundation to bring in money for adult part-time students.

265. Develop a separate alumni association for adult students with several different dues categories (e.g., \$100—Country Club—invited to special events; \$1,000—President's Club—meet with the president, receive special publications, and so on).

266. Keep track of business organizations that employ graduates of your programs and explore with them what you can do to provide further educational opportunities for their employees, then request donations.

267. Bring students from outlying study centers to the main campus for a day of planned activities at no expense to them.

268. Ask corporations and civic organizations to contribute to the cost of faculty salaries for certain courses so that tuition can be reduced.

Wise Budgeting

269. Charge lower tuition for courses offered at hours that are less popular with adult students.

270. Overload popular courses to cover the costs of those that attract fewer than the minimum number of registrants.

271. Take advantage of declining enrollments at the undergraduate level to use regular faculty members to teach courses in your division.

272. Require your faculty members to train paraprofessionals who are of the same ethnic background as students. Paraprofessionals are readily accepted, and using them stretches program dollars.

273. Persuade high school officials to allow you free (except for custodial fees) use of their buildings for evening courses and in exchange permit members of the high school staff to take your courses without charge.

274. Coordinate all miscellaneous promotional mailings so that there is only one bulk mailing per quarter.

275. Take advantage of already published materials, national clearinghouses, and so on, in developing your curriculums.

276. When you have developed a successful program, consider offering it, with slight modifications, to another audience.

277. Make use of campus facilities for residential conferences and institutes.

278. Because courses that are part of a sequence are easier to market and are cost efficient, confine your credit offerings to areas in which your resources permit you to provide a full complement.

279. Establish a policy that when courses do not cover their costs in any one year, they will not be offered the year following.

280. When a student withdraws from a course after paying the fee, or when a course is cancelled because of insufficient enrollment, offer to retain the tuition payment until the following semester when the course is offered again and assure students who choose this option their tuition cost will remain constant.

Selling Your Expertise and Products

281. Serve as an informational resource to other postsecondary institutions, charging a fee for this service.

282. Provide training programs for federally funded government agencies, such as CETA and the Work Incentives Program.

283. Develop a modular curriculum on video cassettes to be sold as a package to professional organizations or businesses.

284. Contract with businesses and industrial and labor organizations to develop programs to suit the needs of their employees or members.

285. Work with publishers in developing your ideas for new learning materials.

Strengthening Institutional Support for Adult Learning

With the Institution's Governing Authorities

286. Include programs and services for adult students in long-range planning for the university.
287. Persuade the institution's board of trustees to adopt a policy statement on institutional commitment to lifelong learning as being equal in importance to regular undergraduate and graduate instruction and to research.
288. Appoint a presidential task force to develop programs specifically for adult part-time students.
289. Arrange for the division of continuing education to receive a budget allocation from the university's general fund on a basis equal to that of other divisions so that costs do not have to be completely covered by tuition fees.
290. Arrange for 10 percent of the total operating budget of the institution to be set aside for noncredit programs.
291. Use your unit's profit-making record as leverage in influencing institutional policies.
292. Make frequent and regular reports about adult learning activities to the board of trustees.
293. Establish a policy that only the continuing education division can award CEUs, thus all courses currently awarding CEUs would be brought into your division.
294. If it does not yet exist at your institution, persuade the governing authority to establish a school of continuing studies with degree-granting authority and its own faculty.
295. Establish an office of the university whose head has vice presidential rank in the central ad-

ministration to oversee all adult students' programs.

296. Appoint a dean to handle all noncredit programs, off-campus credit matters, and community services.

297. Make the dean of continuing education equal in status and academic rank with the deans of other units.

298. Establish a systemwide unit that provides noncredit and credit programs for adults when a particular unit lacks the resources to do so.

299. Establish a policy that each division, college, or academic department must include plans for reaching out to adult students in its annual program and budget.

300. Create financial incentives for academic departments to cooperate with the continuing education division in creating noncredit instructional activities by sharing the resulting income — 60 percent of it going to continuing education and 40 percent to the academic department.

301. Arrange that teaching done in the division of continuing education by departmental faculty members on a part-of-load basis is charged to the continuing education department and reimbursed to the academic department.

302. Initiate joint appointments between the academic departments and continuing education divisions.

303. Appoint representatives of continuing education to the regular academic departmental review committees.

304. Appoint part-time students to policymaking bodies in order that they may present their points of view.

305. Establish a standing academic committee from each school (division, department, etc.) that

reviews continuing education programs for its students and collaborates with the extension division.

306. Assign an assistant dean in each academic unit to work with the continuing education department in designing offerings and choosing faculty to teach adults.

Within Your Department

307. Be creative and aggressive: develop program ideas and sell them to academic faculty, then secure faculty members' help in designing them.

308. Ask program administrators to develop objectives for each program they administer, meet regularly to review their objectives, and require program assessment from them.

309. Offer in-service workshops on program development and evaluation for staff members.

310. Appoint staff members whose sole responsibility is faculty development.

311. Establish an "office of instructional materials development" where faculty members who are interested in developing new teaching strategies and materials can exchange ideas and work together to produce them.

312. Develop a central staff of continuing education specialists to be responsible for program planning and budgeting of outreach activities, utilizing resources of the major academic departments.

313. Assign staff specialists to help faculty members to develop their courses in several different formats.

314. In changing a lecture course to a new format, leave final decisions to the appropriate academic faculty members.

315. Underwrite the cost of sending members of the administrative staff to national conferences so they may keep abreast of the latest developments in their fields.

316. Arrange to have adjunct faculty members approved by the appropriate academic department, and retain reciprocal authority to approve academic appointments to the adjunct faculty.

317. Ask faculty members of the various academic departments to make recommendations for possible adjunct faculty members in order to increase their involvement with your division.

318. Ask capable tenured faculty members what they would like to teach in the continuing education division.

319. Offer professors summer appointments to develop or modify courses for delivery off-campus to adult students, or provide minigrants for developing new courses or adapting ones to new modes.

320. Prepare a manual to assist faculty members in converting lecture courses to home study programs.

321. Make program development specialists on your staff available full time to assist professional associations, organizations, corporations, agencies, and public and private institutions, as well as individuals in planning their continuing education programs.

Through Collaboration with Other Institutions

322. Organize a teletype-based library sharing system with other educational institutions in your region that operates as follows: when a certain document is needed, a descriptive request is sent out by teletype, the institution who has it makes a copy and mails it to the requesting institution.

323. Cooperate with a neighboring vocational/technical educational institution to offer an Associate of Arts degree.

324. Arrange for students to secure practical experience in hospitals, zoos, museums, and other local community institutions, reciprocating by offering tuition-free courses to the participating institutions' staff people.

325. In order to replicate an effective program, use part of your program funding to train and pay faculty members at another institution.

326. Loan especially effective faculty members to state agencies in order to increase cooperation and collaboration between your educational institution and the state government.

327. Link your institution's long-range planning to that of your community.

328. Sponsor a conference on your community's future with outside experts participating and encourage suggestions about your institution's role.

Evaluating Programs and Practices

329. Ask your institution's college or department of education to compare one course offered in the traditional classroom setting with the same course offered in other formats to determine relative quality and effectiveness.

330. Send a questionnaire about a particular program to students, faculty, and administrators in order to compare their perceptions.

331. Make a survey of all courses and degree programs every two years. Eliminate those that have had consistently low enrollment or have been evaluated as poor.

332. Examine especially successful programs carefully to identify reasons for their success.

333. Hold annual workshops for representatives of community service agencies and faculty members to determine how your institution can better meet community needs and then request representatives to return for a second workshop two days later with their recommendations in writing.

Go to Students

334. Because adult students themselves are the best evaluators, their not signing up for a program is a signal to find out why they did not do so.

335. Distribute questionnaires asking students to evaluate the content of the courses they have taken and their opinions regarding the effectiveness of the instructors. Seal the packages until grades have been distributed.

336. Collect evaluations from students by questionnaire over a one-year period and hire a graduate student to write a report analyzing the results.

337. Schedule one regular class period or extra session in which students as a group assess the program in which they are participating.

338. Arrange for staff members to make periodic spot-checks of students by telephone, asking them to evaluate courses and teaching methods.

339. Interview each student who drops out of a credit program.

340. Chat with students before and after class; informally check on "how things are going."

341. Develop or utilize an existing computerized student opinion survey to be distributed in class.

342. Use standardized self-concept instruments to assess success in reentry programs.

Go to Staff

- 343. Arrange for faculty members to evaluate the work of their peers.
- 344. Require deans to visit classes at off-campus centers regularly to insure that courses are equal in quality to those on campus.
- 345. Require that staff members visit each program they administer in order to obtain firsthand, informal impressions.
- 346. Establish an evaluation unit for your program made up of faculty who are evaluation specialists.

Outside Evaluation

- 347. Hire an outside research organization to survey all adult students to determine what their characteristics are and how they have made use of your institution.
- 348. Bring in nationally recognized authorities to do on-site evaluations of your administrative and programming arrangements.
- 349. Assess any program developed for special groups by interviewing or surveying the organization's staff to ascertain the degree of your success.
- 350. Establish invitational task forces of practicing professionals to identify needs, and to review your programs and inform the public about them.

Afterword

Although the purpose of this listing is to spark ideas rather than outline definitive practices, one general conclusion about continuing education stands out above all others. "When literally scores of such initiatives are described in one place," as Benjamin DeMott wrote in *Change* magazine, "the effect is to suggest that the transformation of 'delivery systems' now in progress may well be more sweeping than even the experts are aware." This exercise has confirmed that for us here at Future Directions for a Learning Society, American colleges and universities have already done more than most people realize to meet the developing needs of adult students.

Another conclusion emerged: leadership in this new field is decentralized. Private institutions in large cities like New York, Chicago, and Los Angeles may be pioneering in marketing non-credit courses to an upper middle class clientele, but community colleges in the South and land grant institutions in the Midwest have taken the lead in providing services to their surrounding communities, and particularly to disadvantaged populations therein. We all have much to learn from one another. Those in institutions of higher education have much to learn from, as well as to teach, people in other types of adult education institutions. The FDLS program is currently developing publications focused on this wide range of sources that includes public school systems, businesses and industrial organizations, the armed services, and voluntary agencies.

We would welcome hearing from you about your experiences using some of these ideas, or about other innovative practices that you have found effective.

**Other publications from
Future Directions for a Learning Society**

**40 Million Americans in Career Transition:
The Need for Information**

Solomon Arbeiter, Carol B. Aslanian
Frances A. Schmerbeck, Henry M. Brickell
1978. 55 pages. (237403) \$4.50

**Lifelong Learning During Adulthood:
An Agenda for Research**

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Advisory Panel on Research Needs in
Lifelong Learning During Adulthood
1978. 59 pages. (237407) \$4.50

**The Missing Link: Connecting Adult Learners
to Learning Resources**

K. Patricia Cross
1978. 80 pages. (237402) \$4.50

**Planning for a Statewide
Educational Information Center Network**

William D. Van Dusen
Ronald H. Miller, Donna M. Pokorny
1978. 33 pages. (237406)
Single copy, \$3.50; 5-24 copies, \$2.80 each
25 or more, \$2 each

Telephone Counseling for Home-Based Adults

Solomon Arbeiter, Carol B. Aslanian
Frances A. Schmerbeck, Henry M. Brickell
1978. 65 pages. (237405) \$4.50

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